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AN INTERNSHIP EXPERIENCE IN EDUCATIONAL ADMINISTRATION AT
HADDON HEIGHTS JUNIOR-SENIOR HIGH SCHOOL 1997-1998

by
Ruthmarie Schopfer Weinberg

A Masters Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree in the Graduate Division
of Rowan University
April 23, 1998

Approved by

Professor

Date Approved April 30, 1998

ABSTRACT

Weinberg, Ruthmarie S.

An Internship Experience in Educational
Administration at Haddon Heights Junior-
Senior High School, Haddon Heights, 1997-
1998.

Project Advisor: Theodore Johnson, Ed.D.

Practicum/Seminar in Administration 1 and 2

The purpose of this internship was to provide the candidate with an opportunity to acquire competencies and skills which are essential to an effective administrator of a secondary school.

The internship focused on the project: Alternate Methods for At-Risk Students Who Disrupt the Educational Environment. The areas addressed in this study were: (1) The purpose and setting of the study, (2) Review of the literature, (3) The design of the study, (4) Presentation of the research findings, (5) Conclusions, implications, and further study, and (6) The need for alternative methods re: Scared Straight - Haddon Heights Style, In-School Suspension, Out-of-School suspension, Peer Mediation, Detentions, Saturday Credit reinstatement Program, Drug and Alcohol Assembly, High Hopes and Better Leadership Support Group, and Traffic Control at the Attendance Office.

The following recommendations were made: (1) Be proactive in addressing serious issues as drugs, alcohol, and violence among their youth in grades 7-12, (2) In-service

staff on the specific needs of our school and provide essential training to its membership,

(3) Plan, devise, and implement programs/strategies for serious at-risk students in this

school, (4) To develop a crisis team involving staff, students, and community members,

(5) Continually upgrade discipline code geared toward student success in the learning

environment, and (6) Develop a 5 year statistical chart on a school's progress in meeting

the needs of at-risk students.

MINI-ABSTRACT

Weinberg, Ruthmarie S.

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Administration at Haddon Heights Junior-
Senior High School, Haddon Heights, 1997-
1998.

Project Advisor: Theodore Johnson, Ed.D.

Practicum/Seminar in Administration 1 and 2

The purpose of this internship was to acquire essential administrative skills through a supervised experience within a secondary school. The internship project: Alternative Methods for At-Risk Students Who Disrupt the Educational Environment consisted of these areas: (1) The purpose and setting of the study, (2) Review of the Literature, (3) The design of the study, (4) Presentation of the research findings, and (5) Conclusions, Implications, and Further Study.

The intern recommended (1) Be proactive in addressing serious issues as drugs, alcohol, and violence among the youth in grades 7-12, (2) In-service staff on the specific needs of the school and provide essential training to its membership, (3) Plan, devise, and implement programs/strategies for serious at-risk students in this school, and (4) To develop a crisis team in the school involving staff, students and community members.

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CHAPTER 1

Schools across the country are looking for innovative and creative ways to deal with at-risk students. These students show disregard for authority, rules and regulations, and constantly disrupt the school environment.

The 1990's present us with a new tribulation: the rise of violent crime among our children. To meet this challenge, criminal justice professionals must join with teachers, youth workers, clergy, and other community leaders to convince young people that nonviolence is the wisest course and to teach them the conflict resolution skills they need to survive (Petrie, 1994).

The ultimate goal of our criminal justice system is to prevent crime and violence. In order to keep a just and orderly society, police and other criminal justice professionals must broaden their charge to include nontraditional crime prevention strategies and work in partnership with the communities they serve.

Problem Statement

To address the students who are currently in the high school and who are having difficulty in pursuing the accepted standards of behavior required and enforced by the Haddon Heights Board of Education, Administration and staff.

Product Outcome Statements

To establish:

- proactive measures in addressing student behaviors that are manageable so these behaviors don't get out of control.

- skills necessary to conduct a needs assessment for a specific school population.
- skills needed to act as a facilitator of an educational group working toward a common goal.
- skills needed to work collaboratively on a major project with the school community.
- abilities needed to develop evaluation instruments used by staff and students.
- abilities to take risks for the sake of kids.
- abilities to analyze and solve problems using appropriate decision-making techniques and data collection skills.
- experience in seeking resources in the community on nonviolence choices.
- skills to appropriately apply various leadership theories.
- the development of leadership of others.
- the initiation and effective change as both leader and member of a leadership team.
- a school climate which encourages optimum performance of students and adults.

Purpose of the Study

To provide an outreach for at-risk students who continue to break behavioral infractions and disrupt the school environment. School crime statistics clearly state that violence threatens our youth by creating an environment where children cannot learn, teachers cannot teach, and parents are reluctant to send their children to school (Riley, 1994).

Riley cites three examples that interfere with a healthy school environment:

- Approximately 3 million thefts and violent crimes occur on or near school campuses every year. That equates to nearly 16,000 incidents per school day or one incident every 6 seconds.
- Approximately one of every five high school students now carries a firearm, knife, razor, club, or other weapon on a regular basis. Many of them carry these weapons to school.
- Approximately 20% of all public school teachers reported being verbally abused, 8% reported being physically threatened, and 2% reported being physically attacked during the previous year.

We are responsible for the well-being of each child who enters the school facility.

Definitions

These definitions are unique to this study. They include:

At-risk students: students who continuously break behavioral infractions.

Violence: rough or injurious physical force, action, or treatment.

Nonviolence: the policy or practice of refraining from the use of violence.

Crime: an action that is deemed injurious to the public welfare and is legally prohibited.

Infraction: breach; violation; infringement.

Community: the public; society.

Intervention: a state of coming or being between; interposition; mediation.

Strategy: a plan or method for achieving a specific goal.

Proactive: serving to prepare for, intervene in, or control an expected occurrence or situation.

Reactive: tending to react. Of, caused by, or showing reaction.

Task force: a group or committee, as of experts, formed to examine or solve a specific problem.

Limitations of the Study

The parameters of the study are limited to this small suburban school in South Jersey and cannot be compared with urban and other suburban schools. It encompasses the special needs of the high school students in Haddon Heights.

Other limitations are based on the scope and latitude of the high school administration, the Board of Education, local policies, social services, parent-teacher groups, and how far they are willing to express an openness to the needs of the educational community.

Setting of the Study

In this section the reader will be able to identify where the problem exists, the school description, the organization of the school system, and the community in which the study is made.

Location

Haddon Heights High School is located on Second Avenue in Haddon Heights, New Jersey. It lies 5 miles from urban Philadelphia and has remained a small residential community of about 7,860 people. It is surrounded by the communities of Audubon, Haddonfield, Mt. Ephraim, Barrington, and Bellmawr, and is 1.56 square miles in land area.

History

Haddon Heights has a special community flavor of conservativeness, yet is progressive. It was originally part of the old Gloucester Township, and the 1877 maps identify this particular area with farmland rich in crops and orchards. The land was owned by Glover and Lippincott families. Benjamin Lippincott was to be the first mayor and the first postmaster of Haddon Heights. He was extremely interested in the progress of the town and was determined to make it a beautiful, thriving community, as we see today by its tree-lined streets.

Haddon Heights is considered a "hometown" by the people who live there. Frederick Fries guided the town's efforts as he built many of the homes in Haddon Heights. The land in Haddon Heights was part of Center and Haddon Township (Eighth Graders of Haddon Heights Junior High School, p. 3).

In 1895 the first homes were built. A grocery and general merchandise business were started in 1898. The library began in 1902. The town began to see more houses built and more people moving into the area.

Haddon Heights became incorporated in 1904. During this year police department, fire department, as well as the first newspaper were formed. The government consisted of a mayor and a council as a form of government.

Early in this 20th Century Haddon Heights was known as a resort area for the summer population and newlyweds. It had a direct connection by rail and trolley and the three inns were accessible to Philadelphia by train. The large lake, the trees, and entertainment brought visitors to the town.

Haddon Heights continues to celebrate annual holidays with parades, picnics, and gaiety as it is a community that is proud of its heritage.

Population

The 1997 population of Haddon Heights is 7,860 (America Online, p. 1). Haddon Heights is considered a middle-income community with the average income per family, according to the 1980 census, being \$39,181. In many of its families, both parents work outside of the home.

The average resident is 37 years old. The majority of the people (99.4%) are white (Department of Labor, 1983, p. 156). The average residential value, according to the 1980 census, was \$47,500.

School District

Background Information

The first public school in Haddon Heights was started in the spring of 1904. Eighty-six local pupils and 75 nonresidents enrolled. The first eight grades

were held in a four-room wood building with no indoor plumbing (Eighth graders of Haddon Heights Junior High School, p. 20).

Teachers' salaries varied from 425 to 475 dollars per year (Borough of Haddon Heights, 1952). In 1908 a brick addition to the rear of the original frame building was approved by the voters, adding five more rooms to the school (Borough of Haddon Heights). In 1910 the first graduating class of the Haddon Heights school system, which consisted of 21 students, graduated. In 1914 an elementary school was built.

The present high school on Second and Garden Avenues was open for classes in 1924. Two other elementary schools were built, one in 1951 and one in 1963, to handle the increased population. In 1954 voters approved a proposal for the addition to the high school for the junior high school. It was built onto the rear of the high school, adding ten more classrooms, a gym with lockers and showers, a cafeteria to hold 1,100 high school and 300 junior high students, a kitchen, refrigeration system, and storage areas (Borough of Haddon Heights).

At one time over 1,200 students attended the combined junior high and high schools. Several communities have sent their students to Haddon Heights High School from the time of its building in 1924. But as the years went by and other high schools were built, these communities withdrew students from Haddon Heights in order to attend closer schools. However, Lawnside and Barrington continue to send their students to Haddon Heights for Grades 9 through 12.

District Organization

The Haddon Heights School District still maintains three elementary schools, kindergarten through Grade 6; a junior high school. Grades 7 and 8; and a high school, Grades 9 to 12.

The teaching staff consists of 53 females and 36 males working together to provide an educational opportunity for all students at Haddon Heights High School. There are several unique programs that are distinctive of this school and they include:

- Peer Mediation
- Lawnside Mentor Program
- CIP (Commercial Internship Program)
- A.P. Courses in English, Science, History and Math
- CAD Program
- Saturday Credit Reinstatement Program
- Substance Abuse Counselor

Central Administration and Administration

The district operates under the guidance of the School Board, which consists of thirteen members, one of whom is president. Leadership is also provided by a Superintendent, Assistant Superintendent and a Business Administrator. (see Appendix A)

The next level on the organizational chart contains two principals from the three elementary schools. One principal from Atlantic and Seventh Avenue School and one principal serves the Glenview Avenue School. There is one

principal for the Junior-Senior High School with a Vice-Principal for the day to day operations of the Junior School and other responsibilities and a Vice-Principal in charge of discipline for the High School.

The Child Study Team oversees the needs of classified students throughout the district K-12.

The next level in the organization consists of department coordinators, the athletic director, and teaching staff.

The student body in the junior/senior high school contains 800 students. The ethnicity of the students are of white, black, Hispanic or Asian-Pacific Islands origin. All three communities are considered a middle-class status.

The high school receives students from two sending districts, Lawnside and Barrington. The total school enrollment for 1996 - 1997 was 655. The population consisted of 49% from Lawnside, 26% from Barrington and 25% from Haddon Heights.

Lawnside is a middle class black (98% black according to the 1980 census) community with a population of 3,027. It was incorporated as a borough in 1926, although it was settled well before the civil war. (Cranston, 1931, p.123) the land area is 1.43 square miles.. According to the 1980 census the average income was \$22,711. (Department of Labor, 1983, p. 159) The number of students enrolled in grades K - 8 in 1985 was 282. (Horner, p.253)

Barrington is a middle class community with a population of 7,240 and a land area of 1.59 square miles. The borough was settled around 1870 and incorporated in 1922. The Courier Post reported in 1949, that the name was

derived from the Barring family who owned a lot of the land in the borough.
(Borough of Haddon Heights, 1952) The average income per family in Barrington was \$23,609 in 1980. (Department of Labor, 1983, p.41) Barrington's population was 3% black and 97% white. (Department of Labor)

The Importance of the Study

Haddon Heights High School is a place where students can achieve and become successful adults. It has its problems like other schools. The student population is changing; (student population is growing in number from all three communities and discipline is becoming more difficult due to drug problems, alcohol, smoking, sex, teen pregnancies, etc.) and in order to continue to provide a safe and orderly environment, a clear school mission, and instructional leadership - - which is the criteria for effective schools -- we must be proactive instead of reactive when it comes to helping children make better choices in school behavior.

Research says that violence is on the rise due to the glamorous view of violence on TV. There are too many negative role models, low self-esteem, no sense of belonging, easy accessibility to handguns, alcohol and drugs, the presence of violence in the family, conflicts, racism, and not enough exposure to coping patterns (White).

We must develop violence-prevention programs in our school to teach students the benefits of the strategies of nonviolence in order to promote a safe school environment and successful young adults (Shulman, 1996).

Organization of the Study

In the upcoming chapters the intern will address important factors relating to alternative methods for At-Risk Students who disrupt the Educational Environment.

Chapter 2 will provide solid literature and resources for the basis of the study.

Chapter 3 will provide the design of the study

Chapter 4 will cite the research findings

Chapter 5 will provide conclusions and implications for the study

CHAPTER 2

REVIEW OF THE LITERATURE

Overview:

In the United States today, schools are searching for creative and innovative ways in handling students who continue to show disregard for authority, rules and regulations, and constantly disrupt the school environment; in other words the at risk students. The main purpose for this study is to be proactive instead of reactive when it comes to helping children make better choices in school behavior.

In New York, Lantieri and Patti (1996) did a study on “The road to Peace in Our Schools”. Through a comprehensive school-based approach, the Resolving Conflict Creatively Program has taught thousands of young people and adults how to work out their differences and create peaceable learning communities. Times have changed, and more and more, chaos seems to be replacing community. In the United States today, every 11 seconds a child is reported abused or neglected, every 4 minutes a child is arrested for a violent crime, and every 98 minutes a child is killed by a gun. On a typical school day, more than 135,00 young people bring weapons to school because they don’t feel safe. And one out of every 6 young people in America knows someone who was seriously hurt or killed by violence (Toch et al 1993). Kids are coming to school more frightened and angry than ever before, and their fear and anger walk right through the metal detectors at the doorways.

Mildred Johnson, a classroom teacher from New Orleans, puts it this way: “When I first started teaching almost 20 years ago, the problems of young people were mostly different. Children seemed to have more hope for the future. Too many of our children have lost hope because so many people around them have. I feel that it’s one of my responsibilities to give them that sense of hope they lack.”

Schools must be committed more deeply than ever before to intentionally creating community and to paying attention to young people’s social and emotional lives. We need a new vision for schools - one that includes educating the heart along with the mind.

In an early independent evaluation of the New York site, Metris Association (May 1990) reported that 87% of the teachers involved in Resolving Conflicts Creatively found the program was having a positive effect on their students. Specifically, teachers and administration reported less violence in the classroom, spontaneous use of conflict resolution skills by children, and increases in self-esteem, empowerment, awareness of and verbalization of feelings, caring behavior, and acceptance of differences.

In Ohio, Studer (1996) did a study on “Understanding and Preventing Aggressive Responses in Youth”. The causes of aggression are multiple and researchers reveal that biological variables, family influences, messages from the media, and empowerment concerns are just a few of the factors that contribute to aggressive behaviors.

Violence, a burning society problem, has affected the school milieu, and elementary school counselors play an influential role in understanding and

preventing aggression in youth. Yet, the school counselor cannot do it alone.

Parents and mental health professionals can assist the school counselor by monitoring hallways and by serving as advocates for community based programs to complement the school-based youth programs. As parents and people within the schools and community agencies work within a network, the strategies of anger control, assertiveness training, problem-solving practice, and conflict mediation can be taught to our children. Safer schools and a safer society will be the result of our efforts.

In North Carolina, Shulman (1996) did a study on "Using Developmental Principles in violence Prevention". In the last 25 years, the level of juvenile involvement in violent crime has increased dramatically with incidence reported to be as much as three times greater than in 1960 (Nicholson, Stephens, Eder, and Leavitt, 1985). Recent statistics show the overall homicide rate for young men ages 15 to 24 in the United States to be higher than that of young men in any other industrialized nation (Prothrow-Stith, 1991). Currently, more than half of all serious crimes (e.g. murder, rape, assault, robbery) in the United States are committed by youths ages 10 to 17 (Winbush, 1988). Young women, like young men, are turning to aggression as a means of resolving conflict (Ward, 1988).

Public schools - where roles are taken, rules are enforced, and behaviors are monitored - are breeding grounds for emotional and intense interpersonal conflict. Increased incidents of violent crimes between students and between staff and students are becoming a serious problem, especially in urban schools (Lyon, 1991). These trends emphasize the need to reach children in the early school years,

expanding teaching beyond the core subjects to include responsible citizenship, effective decision making, conflict resolution skills, cooperation, and simple courtesy (Stephens, 1988).

It is evident that much of the current research on conflict resolution still focuses on adults in the work setting or on family interventions. Nevertheless, articles addressing conflict resolution training are starting to emerge. McFarland and Culp focused on the effect of interpersonal communication skills training on conflict resolution styles. This effect measured by a self-report of the 11th graders' conflict resolution styles called the Organizational Conflict Communication Instrument (OCCI) measuring non-confrontation, solution-oriented, and control styles. On post-testing, the authors found that girls who participated in training reported more non-confrontational behavior than did non-trained girls and all boys. The authors suggested this finding could indicate that they were pausing before acting on a conflict situation. The second significant variable was related to sex and the solution - orientation scale. Whether trained or non-trained, girls reported more solution-orientation behaviors than did boys. However, without pre-testing the students or providing additional measures besides self-report, it is difficult to attribute the change in styles solely to the interpersonal skills training. This investigation serves as one of the few empirical studies in the current literature on conflict resolution programs in a school setting.

Because peer mediation programs are so recent, little systematic research on their effectiveness has been done (Deutsch, 1993). Nevertheless, anecdotal data from hundreds of schools indicate that student mediators help solve large numbers

of disputes, the mediation agreements remain intact in many cases, and numbers of suspensions dropped dramatically as a result of the programs (Roderick, 1988). Roderick cited an elementary school principal who said the major benefits of her school's mediation program were that:

- a) small problems did not have a chance to become larger ones
- b) discipline problems declined
- c) problem-solving skills were taught
- d) students gained recognition
- e) school personnel benefited from fewer interruptions

Benson and Benson (1993) reported research by the National Association for Mediation Education (NAME) showing that peer mediation programs reduce administrators' and teachers' time in working with conflicts; reduce the level of violence and crime in the school; and enhance self-esteem grades, and attendance of the students trained as mediators. At the same time, students learn the skills of problem solving through communication and critical thinking (Benson and Benson, 1993).

The following section contains guidelines for violence prevention programs based on developmental principals and conditions (i.e. support and challenge, significant role-taking experiences, guided reflection, a balance of experience and reflection and continuity). These developmental principles evolved from the work of Mosher and Sprinthall (1971) and Sprinthall (1978), who examined the conditions necessary in educational programs to promote the psychological maturity of individuals. Mosher and Sprinthall (1971) incorporated the principle of

role taking into educational programs in which students were placed in which students were placed in more complex roles such as tutors or peer counselors.

The other developmental principles important for growth - enhancing environments include providing a supportive and challenging environment, fostering continuity of learning for students, and promoting ongoing self-reflection throughout the role-taking experience. Studies incorporating developmental principles based on developmental models like Kohlberg's model of moral development and Loevinger's model of ego development have been related to the following outcomes (Sprinthall and Scott, 1989, Thies-Sprinthall and Sprinthall, 1987):

- improved decision making ability
- humanness
- ability to empathize
- symbolize experience
- act-on democratic principles

Damon (1984) noted that peer learning brings unique motivational and cognitive benefits for participating peers. His review of research indicated that peer learning can broaden individual self-esteem, awaken interest in challenging tasks, enhance scholarly achievement, and foster pro-social behavior. Psychological and educational research have established beyond doubt that children can have a powerful influence on one another's intellectual development. Some work has indicated that certain educational material may be more readily grasped through peer interchange than through adult-child instruction (Damon, 1984).

Piaget's (1932/1965) writings suggested that peer interaction stimulates development by posing critical cognitive conflicts. During adolescence, peer feedback takes on ultimate importance as the peer group becomes one's primary source of reference.

Peer education is intended to complement rather than supplant adult teaching, freeing up the teacher's and the counselor's time and attention, enabling the professional to focus more directly and effectively on individual student's learning needs. With today's increasingly turbulent school environments, efforts like peer tutoring, mediation, or coordination of groups may help restore today's schools to some equilibrium.

With the increasing violence exhibited by juveniles in this country, major implications for prevention are directed at our school's specifically in the early grades. The magnitude of the problem of juvenile violence calls for interventions like these as part of a multifaceted, long-term approach toward violence prevention. A commitment to long-term change in the environment and learning experiences is necessary.

In New York, Harris and Rivers (1996) set up a trip for 27 African-American Brooklyn teens who were desensitized to violence. Harris, whose East Brooklyn Development Corporation sponsored the jail trip claims that these kids know somebody who's been shot or know somebody who has shot at someone. That's just the way it's in the city. Living in the inner city, where drugs and crime are rampant, teenagers become prime targets for trouble. Many of them are being raised by their mother, with no father in the house, drug dealers are among their

heroes. The Scared Straight program is now kicking off its 20th anniversary year in which hardened criminals use street language to educate young “wanna be” tough guys about life behind bars. Scared Straight was designed to intimidate juvenile trouble makers and bullies into doing the right thing. The convicts, who run the program, are all serving life sentences. The boys are told about homosexuality, boredom, humiliation and the physical and psychological brutality of prison life. “If our message gets through to one or two boys and caused them to change their life, it’s a success”, said Jim Stout, who has served 19 years of a life sentence for murder. “I’ve learned my lesson. If I am ever involved in an incident again, you can bet that I’ll be the victim.”

Here are several comments made by several boys who attended the Scared Straight program:

- “I wouldn’t want to go to jail” said 15 year old Terrance Green, “the cells were too small, the prisoners were mean, and I just didn’t like the place.”
- Brandon Lee, 14, said jail was too scary for him. He said the convicts in the Scared Straight program acted like they were going to kill the boys.
- “I fight a lot and hang out with the wrong people sometimes, but I plan to change”, he said. “I want to get into my books and make something of my life.”

Walker (1995) did a study on “Violence in Schools”. The following areas are cause and consequences for the violence explosion:

- Twenty percent of children live in poverty (National Association for the Education of young Children, 1993)
- The United States is the most violent country in the industrialized world, leading the world in homicides, rapes, and assaults (Dodd, 1993). Viewing television violence has been significantly correlated with aggressive behavior in children as young as six (Eron, 1980).
- In a study of violent delinquents, 75 percent reported they had been brutally physically abused as children. Eighty percent of those who batter women were either abused as children or witnessed abuse in their homes (National School Safety Center, 1990).
- A 1993 Louis Harris poll found that 59 percent of the nation's sixth through twelfth graders say they can get a handgun if they want one, usually from home (Wilson and Zirkel, 1994).
- In 1989, a survey revealed that hate crimes or incidents reflecting racial hatred occurred in one third of Los Angeles public schools (Schmidt, 1989).
- Violence is a way of life for gang members. It is often required for initiation into membership and is the method of choice for resolving conflicts (Natale, 1994).

According to Renee Wilson-Brewer, former director of the National Network of Violence Prevention Practitioners, "If you're going to do violence prevention the right way, it would make sense to really understand the school

system - the student population ... the kinds of violence that have occurred, the community and its social organization and lack of organization” (Lawton).

A multilevel assessment begins at the district level, examining whether the central office promote school safety with clear, firm policies, and by fulfilling the functions and providing the services that shore up school safety (Hill and Hill, 1994). At the building level, the school’s physical, social, and cultural environment, as well as the personal characteristics of students and staff, must be assessed. The relationship of the school to the school community must be examined, including the level of development of gang activity (Lundberg, 1994, Levine, 1992). Finally, assessment teams must discover whether each classroom promotes warm relationships within a framework of discipline, order, and psychological as well as physical safety (Aleem, Moles, and others, 1993).

Hill and Hill offer a list of functions and services that the district can provide to foster a positive school climate. These include:

- selecting the most competent principal
- enabling school community by creating small groups of students
- fostering site-based decision making
- adopting and supporting consistent discipline policies
- providing human resource services
- providing crisis response resources
- encouraging staff development
- providing for alternative placement

Larson (1994) has outlined a three-level approach to guide violence prevention activities in the school. Primary prevention is aimed at the general student body. Secondary prevention is directed toward at-risk students and includes activities such as proactive screening of all students to identify at-risk youth and families; direct instruction in generic social skills, conflict resolution strategies, peer mediation processes, empathy, and moral reasoning; anger management training; and family support and parent training.

Tertiary prevention targets juvenile offenders and severely antisocial or delinquent youth. Intervention activities include connecting students and their caregivers to social service agencies; coordinating with law enforcement courts, and corrections; providing drug counseling; using alternative placements such as day treatment centers, alternative schools, or residential environments; planning for transition from school to work and adult living; and offering instruction in key life skills.

Schools that are violence free are not just characterized by the absence of violence. They are also effective, caring, nurturing, inclusive, achieving, and accepting (Suarez, 1992, Walter, 1994). Any school activity that increases these characteristics promotes the goal of violence prevention.

The literature clearly demonstrates the need for alternative methods for at-risk students. This is not a new territory to explore but a necessary and viable way for meeting the needs of at-risk youngsters.

CHAPTER 3

General Description of the Research Design

The purpose of the study on alternative methods for at-risk students who disrupt the educational environment was a direct result of the changing student population at a small suburban high school in New Jersey. The administrative intern's focus was to identify subjects (students) who had committed any major or minor infractions within the school. These five discipline areas will include a brief description after each one:

- *In-School Suspension*: Students are required to stay all day in a private room for a consequence of their behavior and work on their academic assignments for a period of time designated by the Vice-Principal.
- *Out-of-School Suspension*: Students are placed on this consequence of behavior for major infractions committed. The building administration will designate the length of time out, based on the discipline code.
- *Peer Mediation*: Students usually volunteer to settle disputes with peers in the building. Periodically, the lead staff members contact students who may need to handle major situations in the building.
- *Detentions*: Students are given time based on certain infractions designated by the building administration and discipline code.
- *Saturday Credit Reinstatement Program*: Students will lose credit from courses if their attendance is not meeting the requirements. This four hour Saturday program gives students an opportunity to make-up time due to lateness and absences from class or school.

Two questions were answered in this study.

- 1) Do any or all of these five areas of discipline alter student behavior?
- 2) Are additional alternative methods needed to address behavioral problems at this educational institution?

Description of the Development and Design of the

Research Instruments used in this Study

The administrative intern had selected Ex post facto Research for this study. The subjects (students) were studied for possible relationships and effects on a small suburban school in New Jersey. Data collection was derived from observation, polls, interviews and surveys. The administration gave the administrative intern access to school records and documents for the study.

The design instruments compared the behavioral infraction data from school years 1996-1997 and 1997-1998. The next step was the development of the Likert Scale which was administered to 25 randomly selected at-risk subjects in this suburban school.

The survey provided five questions about discipline procedures in the school and allowed responses by the respondents (students) to add comments. The survey was one instrument that will help answer if student behavior is altered in this school.

Description of the Sample and Sampling Technique

The administrative intern had sampled 25 at-risk students in grades ninth through twelfth. Gender and ethnicity were requested of all respondents on the survey. All 25 respondents were randomly selected and given the survey at the same time. The administrative intern administered the survey and explained to the respondents the importance of being honest on the survey. She thanked each one for their participation in the study.

Description of the Data Collection Approach

The administrative intern reproduced all copies of the instrument for this particular study. She collected each respondents survey in an organized manner.

Description of the Data Analysis Plan

Step 1: The administrative intern looked at the two questions she wanted answered.

Question 1: Do any or all of the five discipline areas alter student behavior?

Question 2: Are additional alternative methods needed to address behavioral problems at this educational institution?

Step 2: The administrative intern looked at data from the five discipline areas for the school years 1996-1997 and 1997-1998.

Step 3: The administrative intern looked at the 25 returned survey forms by the at-risk subjects.

Step 4: The administrative intern looked at these four new methods/programs that may help at-risk students who disrupt the educational environment.

- *Scared Straight* - Haddon Heights Style: For students who need a “Wake Up Call” to make a change occur in their behavior. This is designated for seriously at-risk students who may need to be taken to a prison and talk to inmates who will provide a “Reality Check”. The students advocate will assist in the process.
- *Drug and Alcohol Assembly*: For all students in the high school. This assembly was to reinforce the importance of seeking help and staying away from this killer of our youth.
- *High Hopes and Better Leadership Support Group*: This is a resource group that supports parents who have children with alcohol and drug related problems.
- *Traffic Control at Attendance Office*: Teaches students who need to enter the Attendance Office in the morning to patiently wait in line since only two students can enter the office at a time. It is a way of dealing with many students at once.

What type of evidence can be gathered to prove that the project is having an impact on a particular practice? The administrative intern has looked at the school, the population, the literature and the data that was collected through observation, check lists, surveys, polls and interviews. If there was any positive

response or change in the school climate, then this project has had as impact on this particular practice. There may be maturational or personal reasons for the change in the environment which makes everyone a winner. Further follow-up is indicated to determine what changes have evolved.

CHAPTER 4

Presentation of the Research Findings

What information was found?

The administrative intern has included in this study the school enrollment in 9-12 grade for the school year 1996-1997 and 1997-1998. She has included student discipline referrals (5 or more), physical conflicts during school hours, student attendance, school lateness (7 or more) in Table 1.

Table 1

Year	1996-1997	1997-1998
School Enrollment grades 9 - 12	637	750
Student Discipline referrals (5 or more)	127	73
Physical Conflicts during school hours	13	9
Student Attendance	94.56%	94.56%
School Lateness (7 or more)	32%	13%

In Table 2, the administrative intern has provided statistics on the five areas of discipline which is to alter student behavior. The data in this chart was formulated from statistics through March 1998.

Table 2

Year	1996-1997	1997-1998
In-School Suspension	98	6
Out-of-School Suspension	113	4
Peer Mediation (Student Mediation)	100	20
Detentions	3310	120
Saturday Credit Reinstatement Program	175	150

In Table 3 the administrative intern has listed six new methods/programs that may help at-risk students who disrupt the educational environment.

Table 3

Year	1997-1998
Scared Straight - Haddon Heights Style	Referrals only to Camden County Facility if parent requests it for their child.
Drug and Alcohol Assembly - "Making Better Life Choices"	April Assembly
High Hopes and Better Leadership Support Group	Parental Involvement to help their child with drugs and alcohol.
Traffic Control at Attendance Office	Students are quieter in the hallways as they enter the attendance office.
Staff Mentoring At-Risk Students	The staff volunteers to spend at least once a week to help a child become a success at this school. Logs are used to monitor the progress.
Student Tutoring Program	Students help each other study for exams and homework.

What did the information mean?

This administrative intern looked at her school, the student population, the staff, the expectations, the climate of the school, and the real reason for writing

this thesis. Her commitment in seeking alternative methods for seriously at-risk students in her school has provided the awareness for the need for such methods.

The children of the 1990's are unique and challenging. The data reflects increases in enrollment, student referrals and school lateness. There are periodic physical conflicts which are mostly resolved by peer mediation. School Attendance is improving. There are concerns for students who may lose credit if they are not attending Saturday Credit Reinstatement. Detentions, in-school suspensions and out-of-school suspensions have their purpose but does it alter behavior or not? This administrative intern began her journey to seek possible alternatives, and this school district is beginning to try several.

The Scared Straight - Haddon Heights Style program will be a referral for parents.

The Drug and Alcohol Assembly "Making Better Life Choices" will be done by the Sheriff's department and this intern.

High Hopes and Better Leadership Support Group is to help parents get answers for their at-risk children. It's interesting to note that the parent of this seriously at-risk student blamed the school for her son's drug abuse problem and did not recognize her child's abuse problem until he almost died. She is currently an advocate for other parents who are going through the same situation and is doing an extraordinary job.

Traffic Control at the morning attendance office was noisy and out of control. This administrative intern, with the help of the administration, participated in the development of a line up program where students do not push or yell as they wait to sign in at the office if they are late. The halls are so much more peaceful and the students are showing more respect for each other and the staff.

The Mentoring Program is a volunteer program for staff members to help a seriously at-risk student. The willingness to help kids has lifted the climate of the school.

Student Tutoring Students is a great way for kids to get to know one another and learn from each other. The program just began this month.

As I take a last look at the seriously at-risk students in grades 9 - 12 (see Appendix A) the results are listed in Table 4.

Results from Project Survey Form (see Appendix H)

Table 4

Student	Gender	Grade	Peer Mediation	Detentions	In-School Suspension	Out-of-School Suspension	Saturday Credit Reinstatement
#1	F	9		X			X
#2	M	9					
#3	M	9	X	X	X		X
#4	M	9		X			X
#5	F	9		X			
#6	M	9		X			X
#7	F	9		X			X
#8	M	10	X	X	X	X	
#9	F	10		X			
#10	F	10		X			
#11	M	10		X		X	
#12	M	11		X			X
#13	M	11	X	X			X
#14	M	11	X	X			
#15	F	11		X			
#16	F	11					X
#17	F	12					
#18	M	12		X	X	X	X
#19	M	12		X			
#20	M	12					
#21	M	12		X			
#22	F	12					
#23	F	12					
#24	F	12					
#25	F	12					

These students were also asked the reason why they misbehaved and how can the school help them change their behavior. (Appendix B)

The respondents answered question number 4 “*Describe the reasons why you earned any of the above discipline areas*” with these comments:

- Detention for being truant and smoking on school property and Saturday for being late to school, being absent from school.
- Talking, throwing food in the cafeteria, skipping detentions, acting like a goof, coming to school late.
- Late for school.
- Once because the teacher was just in a bad mood saying I was talking when I wasn't & then saying I never went to the detention when I did.
- Skipping detention and classes.
- I've earned detention from being late and from being sick and my mom can't afford doctors visits so I get too many pink slips.
- Fighting, foul language, disrespect teachers.
- Being late to class, dress code.
- Detention for being late 3 times to Spanish class.
- Detention for cutting class repeatedly and out-of-school suspension for possession of i.c.s. in school.
- Because some girl painted on me, said she should behave & act her age.
- Skipping school, fights and staying home too much.
- Detention for being late for class & peer mediation for getting in a fight.
- Left gym to go to the nurse, I'm a rebel.
- Being late and absences.
- Drugs, alcohol, sexual harassment, disruptive in class, bad mouthing.
- Bogus detention for not dressing for gym & refusing to go out in the cold, which makes no sense. I was polite & wasn't getting credit for gym anyway.

- I haven't been in any trouble since I've been here.
- Talking in class.

The respondents answered question number 5 "*How can this school help you to improve your behavior?*" with these comments:

- Enforce rules for everyone or not at all.
- By not making all the strict rules that they already have.
- Believe me it can't unless you're going to start school at 9 & end at 1.
- Start school later.
- Tell the teachers not to take their bad attitude out on students.
- Kiss my a--, cause they shouldn't care if we skip or not go to school or detentions they should be like oh well and just keep on teaching. If we skip that's our business and problem, so leave us alone.
- Be more understanding, lessen discipline instead of 4 detentions for 2nd offense, only 2. This school is so harsh they give too many at a time.
- It can't because no one can help me.
- Setting the bells back a little and lightening up on the dress code.
- Give more passing time so students can get to class on time.
- My behavior was altered by the Federal Court system.
- Stop giving detentions for stupid reasons.
- Give more time to eat lunch, when I get hungry I get cranky.
- Have more late allowances and more lunch time.
- Let us go to the nurse if we don't feel good.
- Don't give too many Saturdays. Saturdays should be from 8 to 10 am.
- My behavior this year could not improve because I did not act in a negative manner.
- They can't because I am a bad mother f---er.
- Give us detentions that we understand what they are for and we really deserve.

- My behavior is fine. I think that the kids in this school don't have any respect for their teachers and/or parents.
- The teachers are the problem not the students. This school is out of hand. It's like a prison. Thank God I'm graduating.
- I think in-school suspension is more effective than out-of-school suspension.
- The clocks have been being changed from fast to slow and slow o fast. This is causing lateness for me. I have not yet been late enough to have a detention o Saturday, but I'm afraid if it keeps up I will.
- I can't really say because I've never had any of the above.

As educators and potential administrators, we must provide continuous evaluation of our discipline code and provide a safe and healthy climate for all who enter this school. Chapter 5 will provide conclusions, implications and further study information on this project.

CHAPTER 5

Conclusions, Implications, and Further Study

This project on alternative methods for at-risk students who disrupt the educational environment has addressed issues of the school's concern for students who show disregard for authority, rules and regulations, and constantly disrupt the learning environment. The implication here is to accept the fact that all schools across our nation are dealing with angry and disturbed children in their buildings. Our nation has given too many rights to our children and very little or none to the adults that need to govern them. Therefore, our children are physically and verbally acting out to get attention and love.

Schools need to seek violence prevention strategies at the local school level. In the 1997, the Education Law Reporter states that violence prevention programs consist of a widely diverse student population that includes members from low socio-economic backgrounds, minority groups, angry people, low-achievers, violent and dysfunctional families and little or no parental support.

Violence prevention varies from school to school, successful programs invariably are based on two common denominators. First, teachers and administrators maintain a therapeutic and caring attitude toward violent students. Second, school officials get to know their students personally (by name) including those who are disruptive and belligerent. The school climate is thus personalizing, bonding is more likely; and student behavior and progress can be monitored more easily.

The intern's project needed to answer several questions. The first question asks if any of these five areas of discipline: in-school suspension, out-of-school suspension, peer mediation, detentions, or Saturday credit reinstatement program - alter student behavior? Chapter 4 compares the school year 1996-1997 and 1997-1998. It is obvious that these five discipline areas do help some students while other students continue to commit infraction after infraction.

The second question asks if this educational institution needs to provide other alternative methods to address behavioral problems? The intern's high school has looked at these new methods/programs: Scared Straight - Haddon Heights Style, Drug and Alcohol Assembly - "Making Better Life Choices", High Hopes and Better Leadership Support Group, Traffic Control at Attendance Office, Staff Mentoring At-Risk Students and Student Tutoring Program (see pages 39-40).

The Scared Straight program was designed to help this district's student population in making better choices for their behavioral actions. It was the administrative intern's responsibility to seek advice and information from the experts in criminal justice. She met with the County Prosecutor and an investigator, the Deputy Warden and Warden of the County Jail, the Director of the Juvenile Center, the District's Police Chief, and the County Sheriff and officers.

Even though the district's superintendent, high school principal and Board's Vice-President had concerns about Scared Straight, it was worth researching the possibilities for the district. The pilot program did not become a

reality but, other significant resources did help the school begin to look at the seriousness of violence, drugs, and alcohol within the community.

These fine community resource people assisted this intern with a knowledge base of information to begin her journey in promoting violence prevention in her school. Her passion to help wherever possible was the driving force behind this project and the belief that she can make a difference in her school. Here stated emphasizes the important aspects and events of her journey.

- 1) She never took a risk in her life like this one. It was her belief that whatever doors would be closed others would open and she wanted to take advantage of it.
- 2) She made contacts with so many open-minded people who really wanted to help this educator do something in her school.
- 3) She had an opportunity to stand before the District Board of Education with the hope of saving even one child's life.
- 4) She took her Board of Education and her University Mentor on the tour of the county jail.
- 5) She asked the Warden and Deputy Warden to randomly select two inmates who would share their stories to the Board of Education and if approved by the Board of Education, would implement it in the district.
- 6) She had an opportunity to work with the Sheriff's Office in presenting a Drug and Alcohol Assembly video that was ordered for this district.
- 7) She helped organize the traffic patrol outside the attendance office.

8) She presented ideas and research to administrators.

The intern's leadership development throughout this year gained tremendous strides in these areas:

- proactive resources in addressing student behaviors that are manageable so these behaviors do not get out of hand,
- skills necessary to conduct a needs assessment for a specific school population,
- skills needed to act as a facilitator of an educational group working toward a common goal,
- skills needed to work collaboratively on a major project with the school community,
- abilities needed to develop evaluation instruments used by staff and students,
- abilities to take risks for the sake of kids,
- abilities to analyze and solve problems using appropriate decision-making techniques and data collection skills,
- experience in seeking resources in the community on nonviolence choices,
- skills to appropriately apply various leadership theories,
- the development of leadership of others,
- the initiation and effective change as both leader and member of a leadership team and helping to create a school climate which encourages optimum performance of students and adults

The Drug and Alcohol Assembly on April 6th addressed reasons why people consume or take drugs and what happens to their lives. Community people shared their stories. On April 7th and 8th, small groups met during gym classes to show the video “Letters from Jail”. This video depicts what truly happens to teenagers and adults who make bad choices.

The High Hopes and Better Leadership Support Group has opened the doors for all parents, community members, and students to locate assistance when they need someone to help their child with drugs and alcohol. Genesis is a major group in South Jersey that is beginning a Rehabilitation Program in this area. The intern is participating in this task force to help our youth throughout South Jersey.

Traffic Control at the Attendance Office was organized and it moved students out of the halls quickly.

Staff Mentoring At-Risk Students and the *Student Tutoring Program* are helping kids to belong and succeed.

These little changes (as noted in Chapter 4) have opened the doors to our community and the staff. Politics and money play an important role in our schools, but if we continue to believe that our kids are worth our time and energy to become good citizens, then we must invest in them.

There is a need for further study in this small suburban school on at-risk students. A need for a five year strategic plan (which this school has undertaken this year) will provide a cohesiveness to the members of the entire community. A clear vision, a true partnership between staff, students, administrators and towns

people will provide a school that is caring, safe, academically challenging and rewarding for everyone.

This administrative intern has been blessed by being given this opportunity to intern in her school and district. This summer she plans to visit several prisons and programs to help at-risk students and present the district with other options in deterring bad behavior in our youth. She also wants to continually educate herself in creative ways to guide the youth who are at-risk in our schools. In September she plans to take Criminal Justice courses as one of the outcomes of this internship.

In conclusion, there have been too many young lives lost and our nation needs to seriously take a look at the laws that govern our youth. If we do not get a handle on these problems, then we are not the caring nation we should be. Stronger families, values, and higher commitment to the education of everyone will produce a nation that is not At-Risk. There is hope and we must begin today. A stronger discipline code that includes classified and regular students and a community to stand behind the efforts of their schools. Our children need us; let's join together to bring about the desired change to benefit mankind.

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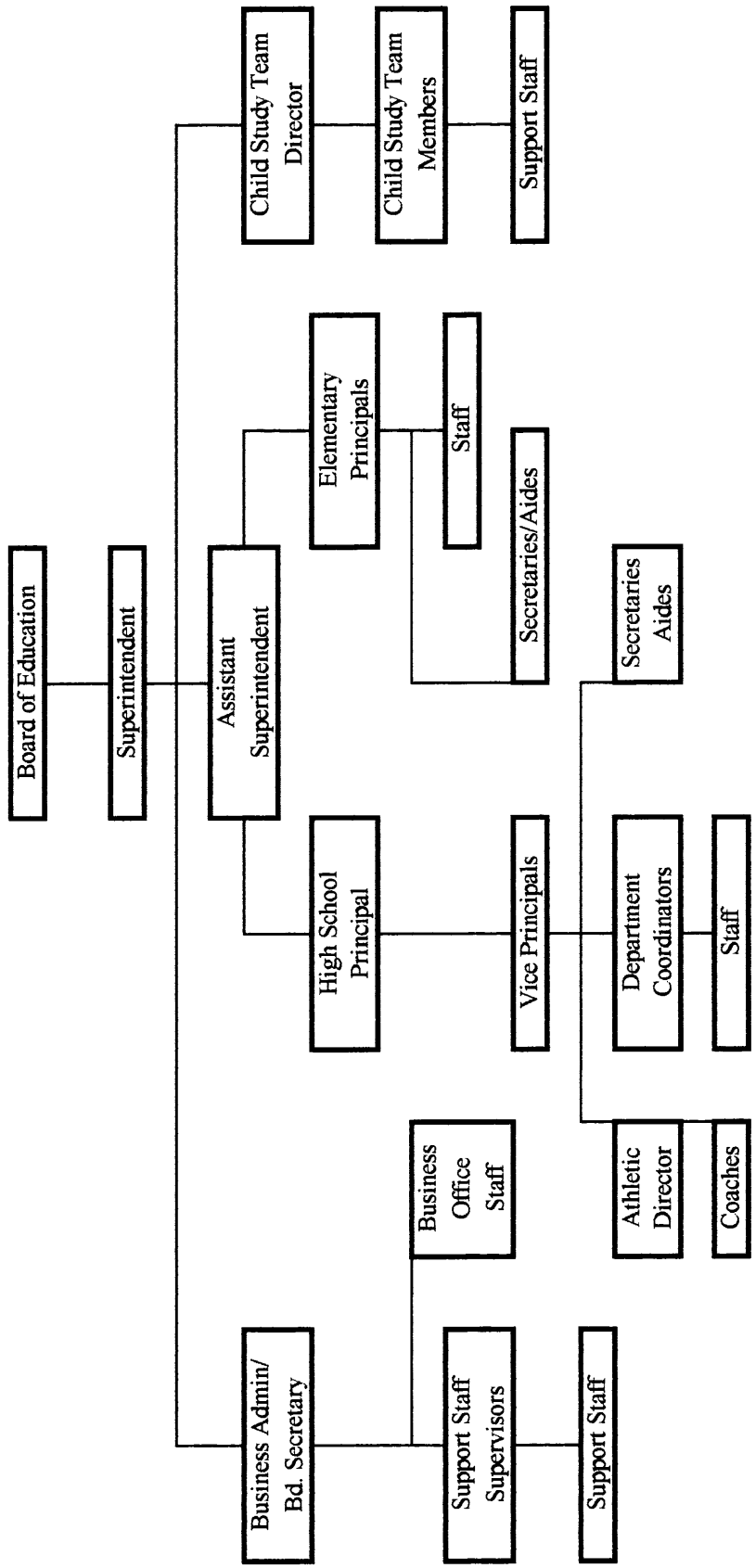
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APPENDICES

Appendix A

Organization of Haddon Heights School District



APPENDIX B
DISCIPLINE CODE 1996-1997

OFFENSE:	FIRST:	SECOND:	THIRD:	FOURTH:
Absenteeism	Limited to 1 unexcused absences. Exceeding limit will cause student to be placed on non-credit status and will require attendance at Saturday Re-Instatement Program.			Refer to attendance policy
Amorous Behavior	Verbal/written warning	3 Detentions; Parental Conference	1-3 days ISS; Parental Conference	
Assault and battery towards staff	Minimum 10 days OSS; BOE action and police contact of individual staff person	Expulsion recommended; BOE action		
Assault and battery towards students	1-3 days ISS and parent conference; Extreme violence could warrant 5-10 days of OSS	3-5 days OSS and parent conference; possible police intervention	5-10 days OSS, parent conference, CST referral and possible police intervention	BOE action
Cutting Saturday Credit Re-Instatement	Students must begin to make up the days within 2 Saturdays of being assigned SRP. Failure to comply will result in removal from participation in all student activities.			
Class and Detention Cuts	3 detentions	6 detentions and letter sent home	3 days ISS	Cutting Saturday Session = 3 days ISS
Dishonesty/Cheating	Loss of grade and/or 1-3 detentions	Loss of grade and/or 5 detentions and/or parental conference	3 days ISS and/or loss of grade	
Disrespect, Insolence, Disobedience, Insubordination (penalties based on severity of offense)	5 detentions, parent conference to 3 days ISS	(or flagrant) 5-10 days OSS	Future offenses will result in OSS pending BOE hearing; expulsion recommended	
Drinking/Drugs (see substance abuse policy)	10-30 days OSS	OSS pending BOE hearing	Any use, possession or being under the influence of alcohol or drugs on the senior trip will result in 10-30 days OSS, no school functions for the remainder of year, no participation in graduation	

OFFENSE:	FIRST:	SECOND:	THIRD:	FOURTH:
Failure to report to office	3 detentions	Parental conference	3 days ISS	
Fighting	3-5 days ISS or 3-5 days OSS (depending on the violent nature of incident)	5 days ISS or 5 days OSS	OSS pending BOE hearing to determine cause to remain in school; expulsion recommended	
Gross obscenity towards staff	5-10 days to 30 days OSS, to expulsion recommended pending BOE hearing (Dependent on location, type & previous occurrences)			
In halls without pass	1 detention (progressive system)			
In restricted area	1 detention (progressive system)			
Lateness to class	3 lates = 2 detentions and parent letter	3 additional lates = 4 detentions and parent letter	3 additional lates = 6 detentions and parent conference	3 additional lates = 3 days ISS and/or parent conference
Lateness to school	If accompanied by a note, the first 3 lates will be excused. For every 3 lates after the initial 3, one day of absence will be charged to the student along with detention and ultimately ISS.			
Leaving class without permission	Reprimand to 5 detentions and letter sent home	3 days ISS		
Leaving school without permission	Parental conference and 5 detentions	3 days ISS	5 days ISS	
Misconduct	Reprimand to 3 detentions	6 detentions and warning letter sent home	Parental conference	Further offenses = 3 days ISS
Misuse of school property	Parent conference and payment for replacement and/or repair			
Non-compliance with dress code	Student must change to appropriate clothing and 1 detention	Parent notified - student must change to appropriate clothing - 3 detentions	1 day OSS and parent conference	

OFFENSE:	FIRST:	SECOND:	THIRD:	FOURTH:
Possession of beeper	Confiscation; parent conference	Confiscation; 6 detentions; possible police notification; parent conference	3 days ISS; confiscation; police intervention; parent conference	
Profanity and/or obscenity	Parental conference to 5 detentions (dependent on severity)	3 days ISS	10 days OSS to recommend expulsion; BOE hearing	
Racial/ethnic slurs (verbal or non-verbal)	3 days ISS; parent conference	5 days ISS; parent conference	3 days OSS; parent conference	
Sexual harassment (see policy)	3-5 days OSS; parent conference; possible police contact	5-10 days OSS; parent conference possible police intervention recommend BOE hearing for further action	OSS pending BOE hearing to recommend expulsion; police intervention	
Smoking	3 days ISS	5 days ISS; violation filed	5 days ISS and violation filed with treatment/ counseling verified, if deemed necessary	
Stealing	parental conference to 10 days OSS and replacement of articles			

APPENDIX C

TO: Mr. Edward Snyder, Superintendent
Haddon Heights Board of Education

FROM: Mr. David M. Sandowich, High School Principal
Mrs. Ruthmarie Weinberg, Administrative Intern

DATE: October 14, 1997

SUBJECT: Alternative Method for Haddon Heights High School
At-Risk Students

OBJECTIVE: To provide a pilot program for one year for students who show continued disregard for authority, rules and regulations and constantly disrupt the school environment.

OVERVIEW: In order to continue to provide a safe school climate for staff and students, other alternative methods are needed to work with our at-risk youth in more creative ways.

STEP 1: Students who have ten or more infractions must attend a introductory meeting in the High School library with the child's parent or advocate. The Haddon Heights "Scared Straight" mission and tour will be presented.

STEP 2: The district will provide a bus to and from the Camden County Facility. Sergeant Johnson will be our tour guide.

STEP 3: The debriefing meeting will take place upon return to the High School. This meeting will reinforce our school's mission and student expectation for the year. We are hoping for a positive change to occur in the students for the remainder of the year.

STEP 4: On going administrative, counseling and Child Study Team intervention will take place if necessary.

RECOMMENDATIONS:

1. This program is recommended by resource people who work with at-risk students.
2. It is researched-based.
3. Other schools are looking for alternative programs that can help children.
4. This partnership between the Board of Education, Students and Community will bring about positive change in our High School.
5. A letter must be sent requesting to tour the facility. The name and address is below:

Mr. David Owens, Jr.
Warden of Camden County Facility
330 Federal Street
Camden, NJ 08103

Thank you for your time and effort in helping our students at Haddon Heights High School.



LEE A. SOLOMON
CAMDEN COUNTY PROSECUTOR

JAMES P. LYNCH
FIRST ASSISTANT PROSECUTOR

HAROLD KASSELMAN
DEPUTY FIRST ASSISTANT PROSECUTOR

THOMAS J. HEWES-EDDINGER
CHIEF OF INVESTIGATIONS

Camden County
OFFICE OF THE PROSECUTOR
25 North Fifth Street
Camden, New Jersey 08102-1231
(609) 225-8400 Fax: (609) 963-0080

October 14, 1997

Haddon Heights Board of Education
2nd Avenue
Haddon Heights, New Jersey 08035

Re: Violence Prevention

Dear Sir/Madam:

Recently I met with Ruthmarie Weinberg regarding the creation of a Violence Prevention Program at Haddon Heights High School. Specifically, we discussed Ruthmarie's proposal that a pilot program be established for disruptive students at the High School. The program would run for one year, and would present to students the possible outcomes for anti-social behavior. Presenting the stark reality of life for those who continually disregard authority, rules and the rights of others, is essential to combating violence in our community. Combining such a program with community involvement will help improve the lives and conduct of at-risk youths.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Lee A. Solomon", is written over a horizontal line.

Lee A. Solomon
Prosecutor

LAS:rec

APPENDIX E

DEPARTMENT of CORRECTIONS &
JUVENILE JUSTICE

EDWARD T. McDONNELL

Freeholder

DAVID S. OWENS, JR.

Director

Mary T. Previte

Administrator, Youth Center



Camden County

Camden County Youth Center
Health Services Center
County House Road
Blackwood, New Jersey 08012-2799

Phone: (609) 374-6100

Fax: (609) 232-6465

October 7, 1997

To: Haddon Heights Board of Education

From: Mary T. Previte, administrator

Re: Violence Prevention Program for high school students

I offer my enthusiastic support to Haddon Heights's efforts at violence prevention among its students. Effective violence prevention always starts early.

I have worked with Ruthmarie Weinberg in refining her violence prevention efforts.

I only wish more school districts were taking this grassroots approach of addressing violence by starting efforts in the schools.

Sincerely,

A handwritten signature in cursive script that reads "Mary Previte". The signature is written in dark ink and is positioned above the typed name and title.

Mary T. Previte
administrator

APPENDIX F



HADDON HEIGHTS POLICE DEPARTMENT

625 Station Avenue
Haddon Heights, NJ 08035

EMERGENCY 911

or (609) 547-2222

Office (609) 547-0613

fax (609) 547-4362

Theodore S. Taylor
Chief of Police

October 7, 1997

Ms. Ruthmarie Weinberg
Haddon Heights High School
301 Second Avenue
Haddon Heights, New Jersey 08035

Dear Ms. Weinberg:

I reflect upon our meeting of September 4th and am pleased to hear of your proposal to the Haddon Heights Board of Education referencing your study of combating violence in the schools.

Although fiscal constraints often curtail any proactive measures to alleviate such growing problems in our community, I am hopeful that the board will render a favorable decision toward your genuine efforts on the October 14th presentation.

Should any board member wish to discuss this, or any public safety issue, please encourage them to call me at the above number for consultation. I wish you luck on your endeavor and Haddon Heights High School should be proud of your commitment and dedication to the well being of their student population.

Sincerely,

A handwritten signature in cursive script, appearing to read "Theodore S. Taylor".

Theodore S. Taylor
Chief of Police

TST/tst

APPENDIX G



First United Methodist Church

704 Garden Street
Haddon Heights, NJ 08035

BOYD L. FOX, JR.
Pastor

Church Office: (609) 547-3300
New Beginnings: 547-4444

12 October 1997

To: Haddon Heights Board of Education

Re: Ruthmarie Weinberg's project on non-violence

We at First United Methodist of Haddon Heights are very concerned about the violence in our society. Such violence is being perpetrated by increasingly younger members of our society and is often directed at those least able to provide any defense, such as our children and youth.


That is why we are pleased that one of our members, Ruthmarie Weinberg, has developed a project on non-violence in our high school as part of her work for her Master's Degree.

I hope you will give serious consideration to her proposal and will vigorously support all efforts to curb violence in our schools.

We at First United Methodist offer our encouragement, prayers, and support to you in your efforts to do so.

Many thanks.

Very truly yours,


Boyd L. Fox, Jr., Pastor

BLF/es

Project Survey Form

Haddon Heights Jr./Sr. High School

Please fill this survey instrument out.

1. Gender: Male Female

2. Grade: 9 10 11 12

3. Check any discipline areas you have been involved in this year:

- _____ Detention
- _____ In-School Suspension
- _____ Out-of-School Suspension
- _____ Peer Mediation
- _____ Saturday Credit Reinstatement

4. Describe the reasons why you earned any of the above discipline areas:

5. How can this school help you to improve your behavior? Explain.

Genesis

A Counseling Center For New Beginnings

April 6, 1998

EXECUTIVE DIRECTOR

Gabriel L. Guerrieri
M. Ed.

Ruthmarie Weinberg
Special Ed. Teacher Haddon Heights High School
301 Second Avenue
Haddon Hts., NJ 08035

BOARD OF TRUSTEES

Dear Ruthmarie.

CHAIRPERSON

Joseph M. Nardi, III,
Esq.

Joseph Alacqua,
Esq.

John Callahan

F. Urban Croveti,
CFRE

William McDermott

Richard McGee

Wendy Morze

Joseph A. Riggs, Jr.

John Schmit

Robert Stagliano,
D.O.

To all of you who attended the Regional Task Force for Adolescent Drug and Alcohol Issues in Camden County, to those who attended the Parent to Parent Network meeting in Marlton (for Burlington County Residents) and to those who attended the recent Gloucester County meeting, thank you for making it a priority in your life. As you personally witnessed, the 3 evenings were a tremendous success.

The next step is to sit down with these 3 groups of interested people and plan a well thought out strategy so that our efforts are coordinated and not scattered to the wind. We do know the problem; we do know the need - we now need to put our thinking into a concerted direction. No one has all the answers but together a good impact can take place.

Some of the local communities and counties have expressed a desire to sit down and show the strength of communities working together and work out what is needed to produce this united concept. I hope you will be interested in joining us for this effort. All the communities in these 3 counties are faced with a drug and alcohol using population especially among our adolescents

If you are interested in being part of this high profile working group and have an expressed interest in the working together of the 3 counties we will meet at the PBA Hall, Shreve Avenue, Barrington, on April 22, 1998 from 7:00 - 9:00 P.M.

Please call my office if interested so we know who and how many to expect.

Sincerely,



Gabriel L. Guerrieri, M.Ed., M.A.C.
Executive Director

GENESIS COUNSELING CENTER, INC.
636 HADDON AVENUE • COLLINGSWOOD, NEW JERSEY 08108 • (609) 858-9314

REGIONAL
TASK FORCE
OF
PARENT TO PARENT COALITION
(BURLINGTON, CAMDEN AND GLOUCESTER COUNTY'S)
FOR
ADOLESCENT DRUG & ALCOHOL ISSUES

NEXT STEP PLANNING MEETING
IDEAS TO BE SHARED - A PLAN TO BE AGREED UPON

APRIL 22, 1998
7:00 P.M.

BARRINGTON P.B.A. HALL
SHREVES AVENUE
BARRINGTON, NJ

Supported By South Jersey Consortium of Treatment Providers

To Register, Call:
Genesis Counseling Center
636 Haddon Avenue
Collingswood, NJ 08108
609-858-9314

BIOGRAPHICAL DATA

Name: Ruthmarie Louise Schopfer Weinberg

Date and Place of Birth: February 9, 1953
Woodbury, New Jersey

High School: Cherry Hill High School East
Cherry Hill, New Jersey

Undergraduate Degree, Major Institution:
Glassboro State College
Glassboro, New Jersey
Bachelor of Art in Special Education, 1975

Graduate Degree, Major Institution:
Rowan University
Glassboro, New Jersey
Master of Art in Secondary School Administration, 1998
New Jersey Principal's Certification
New Jersey Supervisor's Certification

Present Occupation, Place of Employment, Position:
Special Education Teacher
Haddon Heights Junior-Senior High School
Haddon Heights, New Jersey